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ABSTRACT

Different types of policies adopted by colleges and universities to deal with part-time faculty employment and kinds of issues that may arise are considered. Three types of part-time teaching appointments are distinguished, and the shared appointments or split contracts arrangement is described. The shared appointment is one full-time position held by two persons who together perform the job, and salary, benefits, and responsibility are generally based on one full-time workload. Permitting of mobility, or transfer from full-time status to part-time status and back again, can enable faculty members to continue their careers in an unbroken manner. It is illegal for an employer to discriminate against a part-time employee on the basis of sex, and it is illegal for an employer to restrict or channel women into part-time positions. In some instances, differential treatment of all part-time employees (compared to all full-time) might be considered sex discrimination. Determination of salary, fringe benefits, access to tenure, sabbatical leaves, and other responsibilities is covered. The future of part-time faculty employment, information on where to find policies on part-time employment, and a short annotated bibliography of other resources are included. (SW)

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project on the status and education of **women**

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PART-TIME FACULTY EMPLOYMENT

Interest in part-time faculty employment in colleges and universities continues to increase.[1] A number of factors have contributed to this growth: a contracting academic job market, efforts by institutions to develop affirmative action plans to increase opportunities for women and minority group members, and the tight budgets under which many institutions operate. Additionally, increasing opportunities for part-time employment is often an attractive alternative to laying off faculty or other employees. This is especially important for women and minority group members who, because of past limited opportunities and discrimination, are sometimes overrepresented in the junior and untenured ranks and hence are the first employees to be terminated when dismissals are made strictly on the basis of seniority or tenure.

Although the option of full status part-time employment is usually considered beneficial principally to women, men often benefit, too. Male, as well as female scholars and teachers, might opt for such status for a variety of reasons:

- to pursue other scholarly endeavors (such as research or writing);
- to continue a professional practice or a career in the arts while teaching (for example, a consulting engineer or novelist who also wishes to teach);
- to approach ensuing retirement by gradually reducing one's workload;
- to resume teaching while recovering from a temporary physical disability (such as childbirth or surgery);
- to pursue a career and fulfill other personal responsibilities simultaneously (such as child rearing or caring for a dependent relative).

Research findings suggest that part-time employees often are more productive than full-time workers. For example, a study of fifty social workers wh worked half-time for a state agency showed that the half-time workers handled 89 per cent as many cases (rather than 50 per cent as many cases) as full-time workers.[2] Additionally, academic employees have found that part-time employment can enable an institution to add diversity to a department with a stable faculty.

The feasibility of giving part-time employees the same or all of the benefits, opportunities and responsibilities that they would receive if they were full-time employees to some extent depends on the size, location, and other characteristics of an institution.[3] For example, an urban university with a highly fluctuating and fluid enrollment might have to consider different factors in implementing a fair and workable part-time employment policy than a small liberal arts college with a stable student/faculty ratio. However, a wide variety of institutions have found ways of tailoring part-time policies to fit their specific needs, while broadening employment options for many people.

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[1] Although this paper focuses on part-time faculty employment, the issues discussed can be applied to other part-time employment as well.

[2] "Part-Time Work and Flexible Hours Employment," by Carol S. Greenwald, Assistant Vice President and Economist, Federal Reserve Bank of Boston. Undated.

[3] Among the many colleges which have initiated variations of part-time policies that significantly improve the status of part-time faculty are:

Bucknell University, PA
Central College, IA
Colgate University, NY
Cornell University, NY
Gustavus Adolphus College, MI
Hamline University, MI
Hampshire College, MA
Harvard University, MA
Rutgers University, NJ
University of Notre Dame, IN
University of Wisconsin, WI
Wells College, NY
Wesleyan University, CN
Yale University, CN

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Policies for part-time faculty vary considerably from campus to campus, but usually address such factors as salary, various benefits (such as health insurance, medical insurance, annual leave and retirement), seniority rights or access to tenure (including probationary periods for tenure), hiring and promotion criteria, access to sabbatical leave and travel grants, university and departmental committee responsibilities, academic advising load and voting status in departmental affairs. This paper briefly reviews how some institutions have resolved these issues, and discusses other issues which may arise when part-time employment is being considered.

IS SEX DISCRIMINATION AGAINST PART-TIME EMPLOYEES ILLEGAL?

Part-time employment policies, like full-time employment policies, are covered by the various federal, state and local laws and regulations which prohibit discrimination in employment. Specifically, all of the federal prohibitions against such discrimination apply to part-time, as well as full-time, employees: Title VII of the 1964 Civil Rights Act, the Equal Pay Act, Title IX of the Education Amendments of 1972 and Executive Order 11246. In other words, it is as illegal for an employer to discriminate against a part-time employee on the basis of sex as it is for an employer to discriminate against a full-time employee in recruitment, hiring, training, promotion, salary or benefits. It is similarly illegal for an employer to restrict or channel women into part-time positions.

Additionally, in some instances differential treatment of all part-time employees (compared to all full-time employees) might constitute sex discrimination. If, for example, a disproportionate number of part-time employees are women (or if a disproportionate number of the women who work for an institution work part-time), differential treatment or benefits for part-time employees might be challenged as sex discriminatory. Since women often are "overrepresented" in the part-time faculty ranks, a policy (such as a lower salary scale) which applied evenly to all part-time employees might be challenged as discriminatory since it disproportionately affected women. Such reasoning is in line with the unanimous decision of the U.S. Supreme Court in Griggs v. Duke Power Company.[4] In this case the court ruled that any policy or practice which is neutral on its face but has an adverse or disparate effect on a protected class (e.g., women or minority group members) and which cannot be justified by business necessity, is discriminatory.

WHAT TYPES OF PART-TIME FACULTY EMPLOYMENT ARE THERE?

Sheila Tobias, Associate Provost at Wesleyan University, has defined three relatively distinct types of part-time faculty, determined primarily by the degree of professional commitment and the extent to which the part-time employee participates in the various ancillary faculty duties:

- Moonlighters: Persons, employed elsewhere, who merely teach one course. These persons receive no fringe benefits, are not eligible for tenure or sabbatical accrual, and have no advisees, committee work or departmental vote. (Example: a practicing architect or lawyer who works for a firm but keeps in touch with academe by teaching.)

- Twilighters: Persons not otherwise employed, but who often lack the qualifications for a regular faculty position. Although these persons have no departmental vote, they might receive pro-rated fringe benefits and longer contracts. (Example: a newspaper reporter who has outstanding professional status or experience, but who may not meet certain scholarly requirements.)

- Sunlighters: Regular faculty appointments, alike in every way to full-time faculty, except the amount of time worked. These persons receive pro-rated fringe benefits, committee assignments, advisees, tenure and sabbatical accrual. (Example: a historian who is also the parent of a young child and wants to continue teaching and research on a half-time basis in order to have time to "parent.")

Most reforms in part-time employment policies have been made with the intention of improving the status of this last group -- "sunlighters." For example, the 1972 Rutgers University Senate Committee on the Status of Women clearly had "sunlighters" in mind when it articulated the following definition:

> A "part-time" faculty appointee...is defined as: a faculty member who is committed to a primary professional association with the university, evidenced by a willingness to accept the university criteria for appointment and promotion (including effective teaching, scholarship, and service to the university community).

Similarly, Indiana University's part-time faculty policy (proposed in 1974) clearly refers to "sunlighters:"

> Applicants for regular part-time appointments will undergo the screening process which is applied to applicants for full-time appointments and will be expected to meet the same standards....Letters of appointment for regular part-time appointees will be the same as for full-time. Policies regarding initial appointments, annual reviews, promotions, reappointment, and non-reappointment should apply to part-time faculty. All part-time faculty should be reviewed for promotion as are full-time faculty.

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[4] See Griggs v. Duke Power Co., 401 U.S. 424 (1971).

Each School Promotion Committee should determine its own guidelines, but we recommend that the part-time faculty member be held to the same standards of quality but not to the same quantity in terms of teaching, research and service. Part-time appointees have the same rights and possibilities for review and grievance procedures as full-time appointees.

AN ADDITIONAL OPTION: SHARED APPOINTMENTS OR SPLIT CONTRACTS

A variation in the part-time theme is the shared appointment or split contract: that is, one full-time position is held by two persons who together perform that job. (This should not be confused with the type of appointment which is called "shared" in some institutions, where the appointee is actually a "moonlighter".) Under a shared "sunlighter" appointment, salary, benefits and responsibilities are generally based on one full-time workload. In some cases the two persons who share the one full-time job decide how to divide their teaching and other responsibilities, such as committee work and advising. In other instances, departmental needs and requirements determine how the workload is divided.

Several colleges have made "shared" appointments available to their faculty, including Bucknell University, Gustavus Adolphus College, Hamline University, Hampshire College and Wells College. At these colleges the appointments were shared by married couples with young children. It is possible that more couples will seek shared appointments so that both the wife and husband will simultaneously have the opportunity to utilize their professional training and to share child rearing and housekeeping tasks. Wells College President John D. Wilson views shared appointments as a "trend toward a new humanism, reflected in the desire of young couples to share equally in the raising of their children." However, shared appointments could of course also be held by persons other than married couples.

Bucknell's shared faculty appointment policy enables two people to share a single position, which can lead to tenure in a department. Since, under this plan the teaching rank of each individual is based on her or his own qualifications, it is possible for the two people who share an appointment to hold different ranks. Bucknell administrators have reported that shared appointments can improve the quality of a department by providing greater diversity, since persons sharing an appointment generally have specialized in different areas within a discipline.

MOBILITY: FROM FULL TO PART-TIME AND BACK AGAIN

By permitting mobility -- that is, transfer from full-time status to part-time status and back again -- an institution can enable faculty members (such as those with young children or in the recuperative stages of an illness) to continue their professional careers in an unbroken manner. Wesleyan University's current part-time policy includes provision for such mobility. The policy's section on "persons on occasional part-time leave" provides for the following:

> Regular faculty appointment retained. Probationary period extended proportionately. With concurrence of department and central administration, may extend part-time leave or return to full-time status at any time.

Wesleyan administrators note that these provisions are "not restricted to women who have small children," though the expection is that these faculty (women) will use it most.

The 1972 report of the Rutgers University Senate Committee on the Status of Women similarly calls for a provision to permit either female or male faculty members to move between part-time and full-time appointments at different stages in their careers. The Rutgers report further recommends that "priority on available full-time lines should be given to part-time appointees desiring full-time appointments."

DETERMINING SALARY AND FRINGE BENEFITS

Revised part-time faculty employment policies may provide that "sunlighters" be paid on a proportional basis to their full-time equivalent. For example, the salary of an associate professor who carried three-fourths (75 percent) the load of his or her full-time counterpart would be 75 percent of the salary of a comparable full-time associate professor. ("Twilighters" and "moonlighters" are not always paid on a strictly proportional scale.)

Fringe benefits are generally pro-rated. Annual leave and sick leave are often given in proportion to the percent of a full-time job a person holds.

Similarly institutions which contribute to employee health and medical plans could contribute in proportion to the amount of time a person works, with the individual faculty member paying the remainder of the premium. For example, at the National Center for Atmospheric Research (which is operated by a consortium of more than 40 universities in the United States and Canada) all part-time employees receive proportional life insurance benefits, contributions to TIAA-CREF, and salaries. (Alternatively, some institutions pay the entire cost of health and medical insurance if the employee works over a certain percentage of full-time, often half time.)

The same pattern is frequently followed with regard to employer contributions to retirement or pension funds. An institution might either contribute to a retirement or pension fund in proportion to the amount of time a faculty member works, or contribute equally for all employees who work over a certain percentage of time. The Employment

Retirement Income Security Act of 1974 specifically protects the pension rights of part-time employees. This law specifies that employees who work at least 1,000 hours annually must be eligible for pension plans (on a pro-rated basis) provided by an employer.[5]

Eligibility for travel grants and university-administered personal loans may be determined by the same criteria used for full-time faculty.

DETERMINING ACCESS TO TENURE, SABBATICAL LEAVES, AND OTHER RESPONSIBILITIES

Normally only those persons who are fully qualified for full-time faculty employment and who have a primary commitment to their faculty positions (sunlighters) are eligible for tenure. Some institutions which have part-time tenure policies increase the probationary period for tenure in accordance with the percentage of a full-time job that a faculty member fills. For example, at the University of Notre Dame if an individual teaches at the university half-time (0.50 Full-Time Equivalent), the probationary period for tenure is double that of a full-time faculty member (i.e., twelve years rather than six). Other institutions, such as Yale, permit a part-time faculty member to request an extension in their existing term in rank, within limitations:

> Faculty members who hold, or have held, part-time faculty appointments at the ranks of Instructor, Assistant or Associate Professor on term, will be allowed an extension in their existing term in rank if they request it. The total of such extensions shall not exceed the difference between the faculty member's part-time accumulated service at Yale and a normal full-time term of appointment. Normally, however, the total of such extensions shall not exceed three years.

Some institutions require that a part-time faculty member work at least half-time in order to be on the "tenure-track," on the theory that the half-time minimum indicates a professional commitment. Administrators in such cases reason that if an individual worked less than half-time she or he would not be able to participate in the life of the institution in a way which would justify granting tenure.

Sabbatical leave is generally only available to those "sunlighters" on the tenure-track. On the other hand, "twilighters" and "moonlighters" (as well as "sunlighters") may also have access to travel funds.

University and departmental committee responsibilities in academic and other general services to the academic community, are often pro-rated for "sunlighters" whenever possible. "Moonlighters" and "twilighters" are rarely expected to fulfill such responsibilities.

Some of the privileges and responsibilities which are generally concommitant to full-time status (such as voting at departmental meetings) cannot be easily pro-rated. Often revised part-time policies grant full voting privileges to "sunlighters" who are "tenure-tracked."

THE FUTURE OF PART-TIME FACULTY EMPLOYMENT

Full status part-time employment is becoming more commonplace at colleges and universities, and many institutions are working towards more equitable policies for part-time faculty. The advantages of part-time employment for both employee and institutions have been noted by both administrators and faculty.

Institutions are being encouraged to adopt full-status part-time employment, not only by faculty and administrators, but also by educational policy-makers. The American Association of University Professors expressed its position on full status part-time faculty ("sunlighters") in its 1971 Committee W Statement on "Senior Appointments with Reduced Loads:"

> American colleges and universities would benefit from policies and practices that open senior academic appointments and tenure to persons other than those giving full-time service. Both men and women should be eligible for such appointments. These policies would provide flexibility by permitting a limited number of persons to assume faculty positions with reduced loads and salaries but with full perquisites, by meeting special needs of individuals...and by increasing the options available both to individuals and to institutions....

Also noting the desirability of reconsidering the status of part-time faculty, the Carnegie Council on Policy Studies in Higher Education recommends in Making Affirmative Action Work that:

> Part-time appointments should be permitted in regular faculty ranks for persons whose sole employment commitment is to the college or university and not elsewhere. Under appropriate conditions, these appointments may lead to tenure on a part-time basis.
>
> Policies relating to promotions should allow for a moderate extension of the usual period for qualifications for promotion for persons who have been granted leaves of absence or who have been employed part-time because of family responsibilities.[6]

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[5] See Public Law 93-406, the Employee Retirement Income Security Act of 1974, section 202(3) (A).

[6] Making Affirmative Action Work, Carnegie Council on Policy Studies in Higher Education, Berkeley, CA 1975, p. 89.

FURTHER READING

Where to Find Part-Time Policies: Part-time policies of colleges and universities are usually included in faculty or personnel handbooks. In addition, affirmative action plans and collective bargaining agreements often include provisions for part-time employment. In many institutions, special task forces or commissions on the status of women as well as faculty/student women's groups have made reports and recommendations on the part-time employment of women.

Other Resources:

Darrow, Susan T. and Sybil L. Stokes. "Part-Time Professional Employment in Three Settings at the University of Michigan." Ann Arbor: Center for Continuing Education of Women, University of Michigan, 1973. Mimeo. 9 pages. Darrow and Stokes report the findings of a study of part-time professional and administrative employees at the university and discuss the advantages and disadvantages -- and costs and benefits -- of instituting full status part-time employment.

Eyde, Lorraine D. Flexibility Through Part-Time Employment of Career Workers in the Public Service. Washington, D.C.: U.S. Civil Service Commission. 19 pages. Dr. Eyde, a senior research psychologist at the Civil Service Commission, reviews key publications and summarizes federal statistics on the effectiveness of part-time workers. The paper describes jobs that might be performed on a part-time basis, shows how part-time employment can fit into the personnel system, and discusses the advantages and disadvantages of part-time employment to both employers and employees. The report is available upon request from Dr. Eyde, Personnel Research and Development Center, U.S. Civil Service Commission, Room 3H22, 1900 E Street, N.W., Washington, D.C. 20415.

Martin, Virginia Hider. Hours of Work When Workers Can Choose: The Experience of 59 Organizations with Employee-Chosen Staggered Hours and Flexitime. Washington: Business and Professional Women's Foundation, 1975. Although this study covers full-time employment only, many of the questions posed can be applied to part-time work as well. For example, "What are the advantages of staggered hours of work, of allowing employees to choose their work time?" "What are the costs of instituting such systems?" "What problems can be expected and how can they be resolved?" Data for the study were gathered from 866 executives and administrators in public and private, profit and non-profit organizations. Hours of Work includes a bibliography of over 200 publications on "Rearranged Workweeks" and is available for $2.00 from Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Robinson, Lora H. "Institutional Variation in the Status of Academic Women," in Academic Women on the Move. New York: Russell Sage Foundation, 1973. Pp. 199-229. Robinson discusses the employment patterns of women faculty and administrators and reveals how "marginal appointments" are commonly detrimental to the careers of women, while frequently advantageous to the careers of men.

Tobias, Sheila and Margaret Rumbarger. "Rearrangements in Faculty Schedules: Full Status Part-Time Faculty" in Women in Higher Education. Washington: American Council on Education, 1974. Pp. 128-37. The authors briefly summarize part-time employment of women on university faculties and suggest several guidelines for universities and colleges which are considering changing their part-time policies.

Wilkerson, Margaret B. "Part-Time Work/Flexible Scheduling." Berkeley: Center for Continuing Education of Women, University of California, Berkeley, 1975. Mimeo. 3 pages. Wilkerson has compiled a selection of publications on part-time and flexitime, and has annotated many of the entries. Several of the publications focus on the rationale for part-time employment, especially as it affects the careers of women.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.

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